

Mary Hetrick
Wooster High School
Wooster, Ohio

Personal Accounts of the Korean Civil War 1950 - 1953

Purpose One: To enable students to examine primary source documents from the war and compare/contrast individual experiences of soldiers/civilians from different countries

Purpose Two : To examine the consequences of this war for all parties involved, most especially the Korean peoples on whose land the conflict was fought and the soldiers engaged in the fighting

Grade Level and Subject: 9th grade World Studies, a required class enrolling students with a variety of educational needs. The previous lesson for the class was based on the text and was designed to help students understand how a civil war in Korea during the Cold War Era flared into a shooting war involving the Soviet and American superpowers, the newly created United Nations, and Communist China. The previous lesson also covered the short and long term consequences of the war to the Korean people and the Cold War mentality of the American political and military leadership. This lesson is designed to further engage students in the topic by allowing them to focus on the experiences of an individual soldier or civilian and work in groups to dramatize the person's story for the class.

Length of Lesson: 2 50 minute class periods

Essential Questions:

Why were soldiers from North Korea, South Korea, the United States, and Communist China fighting in Korea during this time period?

What was similar about the experiences of soldiers from different nations?

What was different about each soldier's experience?

How did civilians caught up in the conflict suffer?

What was the extent of destruction to the Korean landscape?

Rationale: Students need practice analyzing events from multiple perspectives and looking at the human costs of large conflicts

Materials

Text

McDougal Littlell, *Modern World History: Patterns of Interaction*, McDougal Littell Inc.. (2003), pg. 472 - 473 and 486 - 487.

Primary Source

Richard Peters and Xiaobing Li, *Voices for the Korean War: Personal Stories of American, Korean, and Chinese Soldiers*, The University Press of Kentucky.(2004), pg. 76-84,141-149, 156-165, 173-184, and 206-209.

Overhead and Accompanying Handouts

War in Korea, 1950 - 1953 in *Modern World History* (cited above), pg. 487

Activities

Day 1 Introduction: Large Group Work

Geography and Review Work

Project Map of War in Korea

Direct student to pages 486 - 487 in the text. Ask a student to read aloud the section title, main idea, and why it matters now, on page 486. Review with students how a civil war on the Korea Peninsula involved soldiers from North Korea, South Korea, the United States, and Communist China. Have students come to the overhead and mark the line of the farthest North Korean advance on the peninsula (September 1950), the furthest U.N. advance (November 1950), the farthest Chinese and North Korean advance (January 1951), and the armistice line (1953). Ask students to state how the Korean civilian population was impacted by the fighting and how the Korean landscape was changed as a result of the conflict.

Small Group Work

Divide students into five small groups. Assign each group to investigate the story of a Korean civilian or a soldier from the U.S. Army, the Republic of Korea Army, the North Korean People's Army or the People's Liberation Army. Distribute copies of the first hand accounts of the conflict. Explain that each group will be preparing scripts for a mock documentary style interview with the assigned individual. Give each group a copy of the rubric which will be used to evaluate the group's work. Within the group students should read the documents and decide who be scriptwriters (preparing the questions and answers on cards), who will be the interviewer(asking the questions), and who will be the soldier/civilian answering the questions in a class presentation the following day.

Tell students that the group should cover the following material in a 5 to 7 minute mock interview with their assigned soldier:

- Who was the soldier and in what army did he serve?
- Why did he enter the military? (Did the individual volunteer or were they drafted for service?)
- What training did he receive for the conflict?
- What was the terrain like where he fought? If possible, have the person playing the soldier locate exactly where he fought on the overhead map.
- What type of weapons were used in the fighting the person faced?
- What did the person learn about war tactics from advice he received or by on the job experiences?
- Were there any allied troops fighting near or with the individual?
- What was the most frightening war experience the person faced?

Tell students that the group should cover the following material in a 5 minute mock interview with the civilian caught up in the conflict:

- Who was the individual? How many people were there in her family?
- Where in Korea was the individual located during the Korean conflict?
- How did she hear about the North Korean attack?
- Where did she and her family flee when the North Koreans attacked?
- What happened when the North Koreans arrived?
- What was the worst experience she recounted of the North Korean occupation?
- What did the family do when the war ended? What are members of this family doing today?

Day 2

Large Group Work

Review expectations for the presentations by the group.

Small Group Work

Move around the room, assess group progress, and focus student attention on the assigned task as the groups complete their final preparations for the interviews.

Large Group Work

Have groups present mock interviews to the class. Assess student work using the rubric.

Rubric

Korean Conflict Mock Interview Assignment

Group members _____

Period _____

Name of soldier or civilian to be interviewed _____

Remained on task reading and researching questions and answers for mock interview

0 1 2 3 3.5 4 5
poor below average average above average outstanding

Chose roles, fairly distributed responsibilities, and planned presentation

0 1 2 3 3.5 4 5
poor below average average above average outstanding

Covered assigned material in interview

0 1 2 3 3.5 4 5
poor below average average above average outstanding

Used model interview presentation skills (adequate volume, looked at class, cooperated with partner to smoothly conduct the interview)

0 1 2 3 3.5 4 5
poor below average average above average outstanding

Total Points _____

Social Studies Standards 9

Economics A

Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them and who will consume them.

1. Describe costs and benefits of trade with regard to usage of productive resources

Geography A

Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time.

2. Explain how differing points of view play a role in conflicts over territory and resources.

3. Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.

History A

11. Analyze the consequences of World War II including: atomic weapons, civilian and military losses, The Holocaust and its impact, refugees and poverty. the United Nations, the establishment of the state of Israel

12. Analyze the impact of conflicting political and economic ideologies after World War II that resulted in the Cold War

People in Societies B

Analyze the consequences of oppression, discrimination and conflict between cultures

2. Analyze the results of political, economic, and social oppression and the violation of human rights including the exploitation of indigenous peoples

People in Societies C

Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.

3. Explain how advances in communication and transportation have impacted cooperation and conflict